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ABSTRACT

This leaders' guide, composed of three sections, is based on other booklets of the "Choices and Careers" series. "Traditional Roles" uses "Being an Indian Woman" for background information and promotes discussion of traditional roles of Indian women and points out stereotypes still existing. Bridging the gap between the past and present, it compares what Indian women do today with their past roles. It finds contemporary parallel careers, such as medicine women with doctors, story tellers with teachers, etc. "Growing Up to be a Woman" is based on the girls' booklet by the same name, and uses discussion to enhance enjoyment of this story of the growing up years of Clara De Coteau, a tribal elder. "Famous Indian Women" uses the girls' booklet by the same name for background. It features slides with an accompanying script about such women as Pocahontas, Sacajawea, Susan LaFlesche Picotte (America's first Indian woman physician), Maria Martinez (potter), Maria Tallchief (ballerina) and Buffy St. Marie (singer). Charades, skits, posters and discussion activities are suggested to help point out the traits of these famous women, including their bravery, loyalty, leadership, and special talents. (DS)

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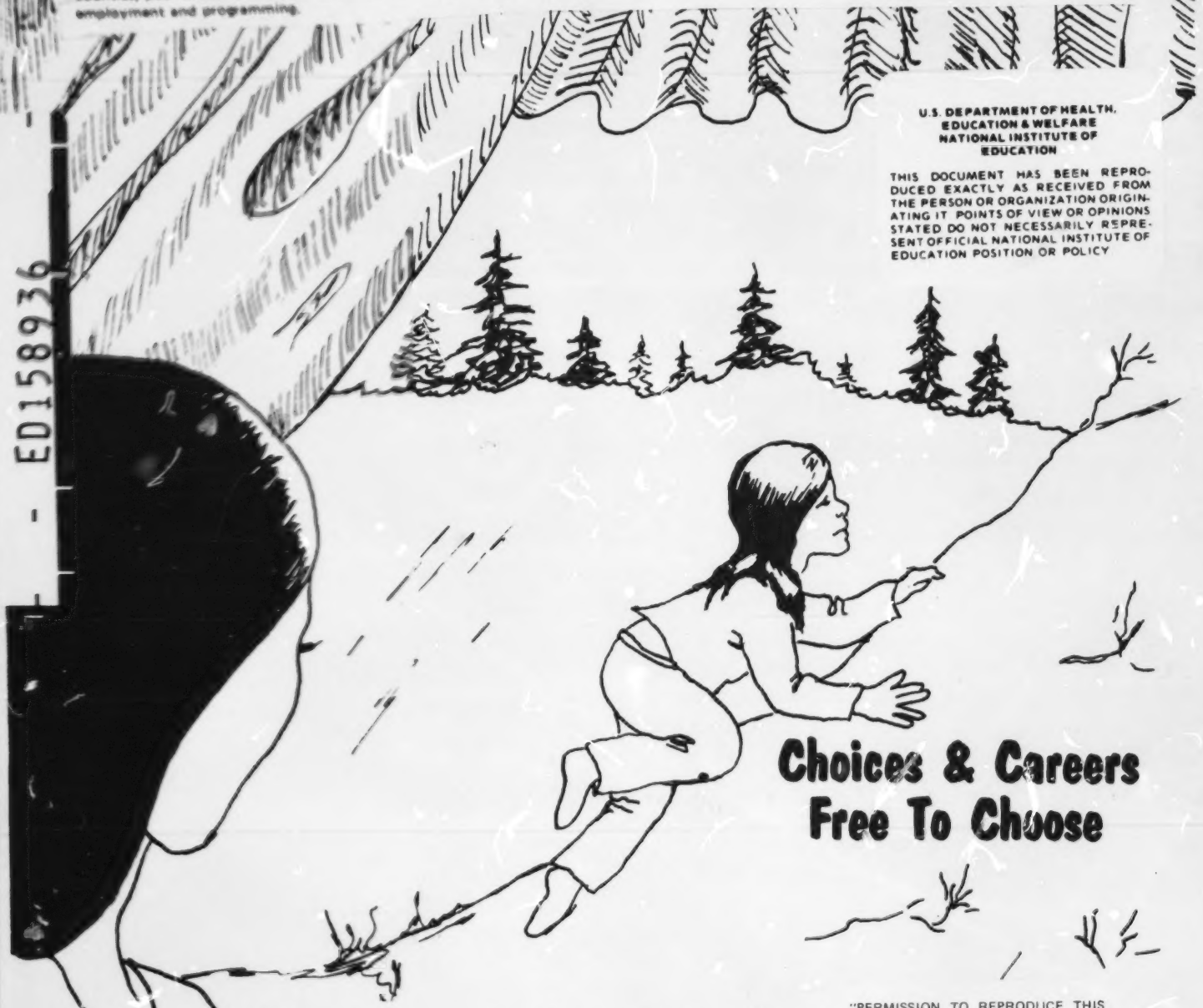

Choices & Careers Free To Choose

Being an Indian Woman Unit for Adults

by Lois Mehixon Strong

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Leaders Guide

RC 010701

W2P28

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Vicki Wayman

Fact Sheet

Being an Indian Woman – Unit for Adults

Choices & Careers
Free To Choose

This unit is about being an Indian woman and is comprised of the following three sections:

1. "Traditional Roles" focuses on defining traditional roles of tribal women and pointing out stereotypes that exist about tribal women.

2. "Growing Up to Be a Woman" is a story of the growing up experiences of a tribal elder, Clara De Coteau. Clara De Coteau, born in 1909, writes of her first 18 years of life. She relates often to her extended family and her years of patience and effort to develop her musical skills.

3. "Famous Indian Women" is a series of biographies on famous historical and contemporary tribal women.

For the section "Traditional Roles," background information for teaching the unit is included in the booklet for adults, "Being an Indian Woman," (W3P28). For the sections "Growing Up to Be a Woman" and "Famous Indian Women," refer to the booklet for girls "Growing Up to Be a Woman," (W3GZ9) and "Famous Indian Women," (W3GY8, W3GM8, and W3G08) for background information. Learning experiences for each section are listed in the Leaders Guide (W2P28) for this unit.

The unit includes the following materials.

- Leaders Guide (W2P28)
- Booklet for Adults, "Being an Indian Woman (W3P28)

W1P28

About The Author

Carol Dodge, a Menominee, has a B.A. degree in elementary education from the College of Santa Fe and an M.A. degree in education administration from the University of Minnesota. She has served as a preschool and first grade teacher. Presently she is curriculum coordinator for the Menominee Indian School District.

Vicki Wayman, a member of the Lac du Flambeau Band of Lake Superior Chippewas, did the illustrations for the unit.

About The Program

"Traditional Roles of Women" has been developed as part of the project Choices & Careers, Free to Choose, a career development project for tribal girls. The project was developed with the assistance of tribal women in Wisconsin and was funded with special needs funds from Extension Service—USDA.

The slide presentation is available on loan from the director of the Career Development Project for Tribal Girls, Division of Community Programs, Cooperative Extension Programs, University of Wisconsin-Extension, 432 North Lake Street, Madison, Wisconsin 53706.

Cooperative Extension Programs
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Being an Indian Woman—Unit for Adults
Traditional Roles

Objectives

1. To help define the traditional roles of Indian women.
2. To point out distorted stereotypes that still exist about tribal women.

Background Information

Refer to the booklet "Being an Indian Woman" for background information.

Learning Experiences

1. Discuss the pros and cons of living as a traditional Indian woman.
2. Discuss and compare what Indian girls and women do today with what girls and women did long ago.
3. Discuss whether girls are as well prepared to become adults as girls were long ago. Discuss pros and cons.
4. Do girls worry about self-respect today as they did long ago? Discuss how one gains self-respect. Discuss how one can lose it. It might be helpful to have the parents talk about how the stereotypes that developed were harmful to Indian women and the effect they still have on women today.
5. Have the group define the traditional roles of tribal women.
6. Discuss and list the many roles of traditional women. Compare those with contemporary parallel careers, such as medicine women with physicians, story tellers with teachers, or home builders with architects or carpenters.
7. Have the group read the quotes on pages 4 to 7 of the booklet,

"Being an Indian Woman." Do they agree or disagree with the statements? Why or why not?

Growing Up To Be A Woman

Objective

To enjoy the story of the growing-up years of a tribal elder.

Background Information

For background information refer to the girls' booklet "Growing Up to Be a Woman."

Learning Experiences

1. Have the group read the booklet "Growing Up to Be a Woman."
2. Have the group discuss the story by using the questions at the end of the story OR
3. Have the people in the group share with each other their personal experiences of growing up.

Famous Indian Women

Objectives

1. To illustrate a variety of careers held by historical and contemporary famous Indian women.
2. To illustrate strengths and characteristics held by historical and contemporary famous Indian women.

Background Information

Refer to the girls' booklet "Famous Indian Women" for background information. Films and books may be ordered from Brainerd Senior High School. You can order audiovisual materials and books by contacting

the high school through your local college, public, or school library. Libraries should address their requests for materials to:

The Librarian
Brainerd Senior High School
702 South 5th Street
Brainerd, Minnesota 56401

Learning Experiences

1. Before the session on Famous Indian Women, have the group read the booklet "Famous Indian Women." The daughters have a copy of this. In this unit it will be particularly helpful for the participants to study by themselves before they participate in the learning experiences.
2. Show the group the slides of the well known women. Following is a script which you may use with the slides. You and the group may prefer to discuss each woman as the slides are shown and to use the following narration only as a guide for yourself. As group leader, you will want to be prepared to discuss the women who are not included in the booklet.

Slide	Narration
1. Pocahontas in an English costume	Pocahontas was an Indian woman from long ago. She was recorded in history because of her contact with the English. She saved John Smith's life, and she carried food to the early settlers. Later she married an Englishman and moved to England, where she died.

Slide	Narration
2. Picture of Wetamoo standing by a tree	Wetamoo, a Wampanoag woman, fought as a leader and warrior when her tribe fought the English. During a battle she was drowned when her canoe was shot and then sank. Her body was beheaded and her head was placed on a pole by the English.
3. Sketch of Marie Dorion carrying a baby	Marie Dorion, an Indian woman, was very courageous. She traveled with her husband and two small children from St. Louis to Oregon with an exploring party. When the entire party, except Marie and her children, met death, she made shelter for them during a blizzard and eventually found a home for herself and her children.
4. Sacajawea	Sacajawea, a Shoshone, was the first woman to cross the Rocky Mountains. With a tiny baby she guided the Lewis and Clark expedition from St. Louis to the Pacific Ocean, opening up the Northwest Territory. She used her knowledge of wild plants, trails, and languages to guide the men. Once when a boat tipped over, Sacajawea rescued all the valuable papers for the men.

Slide	Narration
5. Sketch of Sara Winnemucca being held a captive	Sara Winnemucca, a Paiute woman, fought long and hard against the government so the Paiute people could have a better life. Sara worked as an interpreter and dealt with army and government officials as the Paiutes were moved around the country.
6. Portrait of Susan La Flesche Picotte	An Omaha woman, Susan La Flesche Picotte was the first American Indian woman physician. After Susan learned to be a doctor, she went back to her reservation and worked for the Omaha people. She traveled by horseback among the 1,300 people as she cared for them. Later she started a hospital.
7. Picture of Dr. Hill	Rosa Minoka Hill, a Mohawk woman, was the second American Indian women to become a physician. She married an Oneida, Charles Hill. For many years Dr. Hill served the Oneida people as a doctor. She travled by horse and buggy as she did her work near Green Bay, Wisconsin.
8. Maria Martinez and man with many pottery bowls.	Maria Martinez, a Pueblo woman, from the southwest part of the country is world famous for her special black pottery.

Slide	Narration
9. Maria Martinez working on a piece of pottery	Maria Martinez rediscovered the techniques that the Pueblo people used long ago. She worked very hard to rediscover the method that was used. She has taught many of the women in her village how to make this special kind of pottery.
10. Picture of two baskets made by Lucy Squirrel George	Lucy Squirrel George, a Cherokee woman, used skills she learned from other Cherokee women to develop a different way of basket making. Her baskets have won many awards. Lucy Squirrel George now teaches young Cherokee women the skills that she learned, so that once again the craft will be widespread among her tribe, as it was in the past.
11. Picture of Annie Dodge Wauneka	Annie Dodge Wauneka was the first woman to sit on the Navajo Tribal Council.
12. Annie Dodge Wauneka with two other Navajos.	At that time many Navajo people had tuberculosis. She spent time learning all she could about the disease. She worked with both white doctors and Navajo medicine men, so that the Navajo people no longer suffer so much from T.B.

Slide	Narration
13. Picture of Helen White Peterson	Helen White Peterson from the Pine Ridge Reservation in South Dakota was appointed to the highest position held by a woman in the Bureau of Indian Affairs. She served as assistant to the Commissioner. She has also served as executive director of the National Congress of American Indians.
14. Pablita Velarde with one of her paintings	Pablita Velarde, a Pueblo woman from Santa Clara, New Mexico, is a famous artist. Many of her paintings are of women from her Pueblo.
15. Painting by Pablita Velarde	She has painted murals for stores, restaurants, banks, and museums. She also drew the pictures for a book of stories that her father told her when she was a child.
16. Picture of Nora Guinn	Nora Guinn is the only Eskimo woman judge in Alaska. She holds the highest position in the Alaska court system ever to be held by one of her people. She travels by small bush airplanes to the small villages in her area to hold court.

Slide	Narration
17. Betty Mae Jumper	Betty Mae Jumper was the first Seminole woman to be elected tribal chairperson of the Seminole Tribal Council. Betty Mae Jumper, who was born in 1922, was the first Florida Seminole to graduate from high school. She has worked with Florida Indians in the area of health for a long time.
18. Maria Tallchief in ballerina costume	Maria Tallchief is an Osage woman. Her first experience at dancing was watching and taking part in pow-wows. Maria has become known throughout the world as a ballerina. She has danced throughout the United States and Europe. Many people call her the best ballerina in America.
19. Newspaper clipping of Maria Tallchief	She has received many honors and awards for her dancing, but the one she treasures the most was given to her by the Osage tribe.
20. Picture of Amanda Crowe	Amanda Crowe, a Cherokee woman, worked her way through De Paul University and the Chicago Art Institute, studying art. She then returned home to her reservation and taught others about art and then helped them sell their crafts.

Slide	Narration
21. Newspaper clipping of La Donna Harris	La Donna Harris, a Comanche woman from Oklahoma, is well known for her work. She has served as a leader in many national organizations promoting the causes of American Indian people. She hopes her efforts will help Indian people have better housing, jobs, and health care.
22. Record cover of Buffy St. Marie's	A Cree woman, Buffy St. Marie is famous for her music. Her guitar playing and singing are well known. Many of the songs she sings are about American Indians. A fact that is not so well known about Buffy St. Marie is that she graduated as an honor student from the University of Massachusetts.

3. Ask the people in the group to share what they admired most about the women.

4. Ask the people to share the traits or characteristics which the women had that they would like to have.

5. Ask the group to share some examples of various traits and/or characteristics which the women had. Following are some examples. You and the group can add to the list.

   a. What were some examples of bravery and courage?

      Wetamoo trying to swim to safety when her canoe was sunk by a bullet.

Wetamoo leading the men of her tribe into battle.
Marie Dorion protecting her children in a snowstorm.
Marie Dorion traveling to find a home for herself and her two children.
Sara Winnemucca working to protect her tribe.
Betty Mae Jumper going to a boarding school in North Carolina.

b. What were some examples of strength?

Marie Dorion finding shelter for herself and her two children after the death of the expedition party.
Sacajawea traveling with a small child for 4,000 miles.
Sacajawea's rough trip across the country.
Sacajawea swimming in icy waters to save records.

c. What were some examples of determination?

Sara Winnemucca working to help the Paiutes.
Susan La Flesche Picotte studying to become a doctor.
Rosa Minoka Hill studying to become a doctor.
Maria Martinez's repeated attempts to rediscover how to make the special kind of black pottery.
Annie Dodge Wauneka's efforts to learn all she could about tuberculosis.
Annie Dodge Wauneka's efforts to have both white doctors and Navajo medicine men work together to cure tuberculosis.
Maria Tallchief's efforts to become one of the country's best ballerinas.
Amanda Crowe as she worked her own way through school by selling artwork and by teaching

d. What are some examples of help that white men received from Indian women?

Note: Unfortunately there is little recorded history about early Indian women unless they were involved with white people. Yet one can speculate that there were many strong Indian women who used their talents in a way that was not recorded in history.

What might have happened if Pocahontas had not saved John Smith's life?
What might have happned if Pocahontas hadn't provided food for the English?
What might have happened if Sacajawea had not helped Lewis and Clark open up the Northwest Territory?

e. What are some examples of how women served their people?

Sara Winnemucca working for the betterment of the Paiutes.
Susan La Flesche Picotte caring for the Omahas as a doctor.
Rosa Minoka Hill caring for the Oneidas as a doctor.
Maria Martinez teaching other Pueblo women how to make the special type of black pottery.
Lucy Squirrel George teaching other Cherokee women to make baskets.
Annie Dodge Wauneka working to get rid of T.B. among the Navajos.
Nora Guinn helping Eskimos as a judge and trying to prevent problems of delinquency.
Betty Mae Jumper serving on the tribal council.
Betty Mae Jumper as a health worker on three reservations.
La Donna Harris working with Oklahoma Indians and national Indian organizations so Indian people could have better housing, jobs, and health care.
Buffy St. Marie speaking to groups so they will have a better understanding of American Indian people.
Buffy St. Marie insisting that Indian people play the role of Indian people in TV programs in which she is involved.

f. What are some examples of how the women used their leadership skills?

Wetamoo serving as a leader in the war against the English.
Wetamoo tieing bunches of twigs on the men so they could move in battle without being seen.
Sara Winnemucca in her efforts to help the Paiutes.
Susan La Flesche Picotte starting a hospital.
Betty Mae Jumper serving on the tribal council and as chairperson of the tribal council.
Amanda Crowe teaching other Cherokee women art and then helping them sell their crafts.
La Donna Harris serving on national groups.

g. What are some examples of how the women used their special talents, knowledge, or abilities?

Sacajawea using her knowledge of languages, trails, and foods as she guided the Lewis and Clark expedition.
Susan La Flesche Picotte serving as a doctor.
Rosa Minoka Hill serving as a doctor.
Maria Martinez making pottery.
Lucy Squirrel George making baskets.
Annie Dodge Wauneka improving health among the Navajos.
Helen White Peterson working as executive director of NCAI and serving as assistant to the commissioner of the Bureau of Indian Affairs.
Pablita Velarde painting pictures and murals.
Nora Guinn serving as a judge in Alaska.
Betty Mae Jumper serving as tribal chairperson.

Maria Tallchief excelling as a ballerina.
Amanda Crowe excelling in wood carving.
La Donna Harris providing national leadership for Indian causes.
Buffy St. Marie excelling as a musician and entertainer.

6. Ask the people in the group to share any new ideas that they learned about careers from studying the women.
7. Ask the people to share how their careers might resemble the careers of the women they studied.
8. Ask the people how they can use their talents so that they can contribute as much as some of the women did.
9. Ask the people which woman they admire most, and why.
10. Ask the people if they think the contributions of the women helped only Indian people? Who else benefitted? How?
11. How might the women have felt while preparing for and working in their careers?
12. Show the group the film on Maria Martinez, which may be ordered from Brainerd Senior High School.
13. Have the group make a poster or write a story illustrating how the women used their talents.
14. Have the group make up and act out skits based on the lives of the women.
15. Have the group play charades based upon the lives of the women.
16. Have the group pantomine various parts of the lives of the women and see who can guess the name of the woman.
17. Have the people make a list of other famous Indian people they know. Include careers, strengths, and characteristics that make them outstanding.

SUMMARY

Encourage the parents to do the activities on pages 10 to 12 of the booklet "Being an Indian Woman" with their daughters. Discuss with the parents ways of using the activities. Also, others who work with girls on an individual basis might want to use the activities with girls.

The materials could be used on a one to one basis with parents and others as well as with a group session.

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